



BURGESS HILL
— GIRLS —

Special Educational Needs and Disabilities (SEND) Policy – Senior School and Sixth Form	2 f
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Responsible for Initiating Review of Policy	Assistant Head (Academic)
Committee to Review	SLT
Last Review Date	August 2018
Review Period	Three yearly (note – policy continues to be under review as the school implements a new curriculum model and procedures)
Approved by (Committee and Date)	SLT August 2018
Approved by Board of Governors	TBC
Effective Date of Policy	August 2018
Next Review Date	(interim – February 2019)
Related Policies	SEND Whole School Statement Reasonable Adjustment Framework Curriculum Policy Statement – Senior School and Sixth Form Curriculum Synopsis – Senior School and Sixth Form Additional Learning Support – Process and Charges Disability Policy - Exams

This policy guides specific provision in the Senior School and Sixth Form and should be read in conjunction with the SEND – Whole School Statement. It is prepared in accordance with the requirements of the Equality Act 2010, The Children and Families Act 2014, and updated to include best practice promoted by the SEND Code 2015. Changes to the national arrangements for Special Educational Needs took place between September 2014 and April 2018 with the implementation of provisions from the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015)

Section 1: Aims of the SEND Policy

- a) To provide for the needs of each individual, encouraging and motivating them to achieve their full potential.
- b) To hold high expectations of students with SEND and promote a positive image of SEND within the school community as a whole.
- a) To value the significant and very successful contribution made by students with SEND to the academic and cultural life of the school.
- c) To identify those who have SEND within our school context and subject to guidelines established in the SEND Code of Practice (2014) as early as possible in their school career and make appropriate provision for the individual child, and, if felt necessary, administer additional internal assessments or recommend external assessments.
- d) To make suitable provision for any pupils with an EHC plan.
- e) To provide support as a whole staff for those who have SEND (via the pastoral system, staff meetings, staff INSET and liaison, teaching in class and supporting individuals in 1:1 or small group sessions where applicable.)
- f) To foster growth in confidence and self-esteem in the individual with SEND, so that they value their individual strengths and become increasingly confident in managing their own learning needs effectively.
- g) To work closely with parents to achieve these goals.
- h) To begin with the expectation that all dyslexic students / those with SEND will follow the full curriculum.
- i) To give all students with SEND an opportunity to learn a foreign language with no preconception about possible attainment / success.
- j) To support students with SEND as far as possible within their lessons through effectively differentiated teaching.

- k) To withdraw students only where necessary to offer short-term targeted individual or small group support
- l) To make amendments to a pupil's curriculum only where necessary and to offer additional support in the released lessons where it is practical / viable to do so.
- m) To endeavour to make any reasonable adjustments to enable a student who fulfils the entrance requirements to have full access to the school curriculum.
- n) To make reasonable adjustments such as additional time for prospective and scholarship students, provided that the school has been informed in advance and there is documented evidence of need, such as an Educational Psychologist's (E.P's) assessment, or an assessment by a teacher with recognised specialist SEN qualifications.
- o) To ensure appropriate access arrangements for GCSE and A level examinations for candidates with SEND in a fair manner, in line with JCQ regulations, to ensure that the candidate is neither disadvantaged nor given an unfair advantage.
- p) To offer students access arrangements such as additional time or the use of a word processor in their annual internal examinations in Years 7 and 8. From Year 9 onwards, students are able to rehearse the use of agreed access arrangements in internal examinations.

Section 2: Principles of the SEND Policy

Teaching, Learning and Exams

- a) All students are individuals with significant strengths. The term Special Educational Needs and Disabilities (SEND) is used to help us to identify particular teaching and learning needs, rather than to 'label' an individual student.
- b) Our individual needs strategies should consider the needs of **every** individual and the curriculum and organisation of the school must allow every student to learn at a pace that is both appropriate and challenging for them.
- c) Differentiation may occur within individual teaching groups or may be achieved by making adjustments to the learning experience and programmes of individual students.
- d) Differentiation that is effective results in students who are interested and well-motivated, who respond to challenges, work productively and show a high level of independence and cooperation, are aware of their own progression and develop the ability to self-evaluate.
- e) The SENCo uses the recommendations from diagnostic assessment reports to advise teachers of support strategies. These learning support recommendations are used by subject teachers to help students meet targets. In the Senior School and Sixth Form individual targets are set by different subject teachers as is appropriate in our context.
- f) Following assessment of SEND pupils by our Learning Support Staff, and where there is independent evidence from an Educational Psychologist's report or some other accredited professional, we will consult with parents and guardians. By mutual agreement, a pupil may be withdrawn from a subject or subject in Years 7-11. The SEND pupil will not be withdrawn from those subjects defined as our core curriculum as follows: Mathematics, English, and Science. Additional support provided during released lessons comes at an additional cost. Please see **Additional Learning Support – Process and Charges**
- g) Some students are entitled to 'access arrangements' such as additional time or the use of a word processor in examinations. The Awarding Bodies will require a current specialist assessment report from an assessor either within the school (the SENCo) or an assessor with whom the School has an established relationship. Please see the

SENCo for further information as regulations regarding access arrangements are modified each year.

Communication

- h) The child and the parents will both be informed of the recommendations from the diagnostic assessment reports and involved to ensure maximum understanding of the child's areas of strength and difficulty and, where appropriate, plans should seek parental involvement to reinforce or promote progress at home. A short note of these early discussions is added to the child's records. The effectiveness of class intervention will be shared with the SENCO who will liaise with parents on a regular basis as appropriate.

Admissions

- i) Applicants who meet the selection requirements in their entrance papers and in the interview process will not be discriminated against on the basis of their Special Educational Need or Disability.
- j) The school reserves the right to refuse admission to a student who does not meet the admissions criteria, for example a student whose attainment in literacy and numeracy is well below average and whose needs cannot be adequately met within the classroom, or those whose behaviour would compromise their own learning or health and safety, or that of their peers.

Specialist Educational Provision

- k) If a student with SEND requires specialist educational provision that requires additional expenditure that is not covered by the school fees (e.g. lightweight laptops for individual use, assessment by the School's Appointed Assessor or input from a specialist teacher additional to or different from the Learning Support Team, the school reserves the right to charge the parents at the rate that reflects the real cost of the provision.